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ABSTRACT

The document explains how to plan a two-day orientation workshop in which high school faculty and staff examine global issues prior to developing and implementing a global education program. In addition to increasing awareness of global issues, the program is intended to improve the educational environment by promoting cooperation between students, teachers, administrators, and community members. The workshop requires that common goals be agreed on by all participants. After initial consensus is reached, diversity is encouraged in seeking suggestions to solutions of global problems. The workshop stresses commitment by school staff for a one-year classroom study of global issues, support by superintendent and school board, and a statement of workshop goals by the project steering committee. Workshop activities are carried out in small groups consisting of individuals representing different ages, sexes, experiences, disciplines, personalities, and philosophies. Workshop sessions focus on topics such as time lines for the future, attitudes, values, and peace. Activities involve participants in discussing issues, playing educational games, creating time lines, filling in handouts, writing statements about various global problems, ranking issues and solutions, and analyzing parables. After participating in a workshop, teachers will be better able to help students consider alternative value systems, develop greater respect for other people, and increase awareness of global issues. (DB)

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A Step-by-Step Guide for Conducting a "Consensus and Diversity" Workshop in Global Education

To be curious about the world and to
quest to know its people
To discover man's hopes
and feel as he feels
To understand his motives
and be touched by his dreams
Causes me to search within
and find my own.

Jon Rye Kinghorn

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A program of Commission on Schools, North Central Association and the Charles F. Kettering Foundation

School Improvement : through Global Education

We Should all be Concerned About the Future Because We Will Have to Spend the Rest of Our Lives There.

Charles F. Kettering, 1949

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To K. Forbis Jordan for his faith and vision.

The North Central Association of Colleges and Schools is a voluntary cooperative of schools, colleges, and universities dedicated to improving education through accreditation and evaluation procedures. It is one of six regional associations that serve educational institutions in the United States and is the largest of the six, encompassing within its service area nineteen states spanning the nation's mid-region from West Virginia to Wyoming, Arizona to Minnesota.

Foreword

We wish to express our appreciation to the Kettering Foundation for its assistance to the North Central Association as co-sponsor of this Global Education project. This is but the latest chapter in the foundation's long and admirable history of fostering significant school improvement activities.

On behalf of the many students whose educational programs will be enriched by the addition of a global perspective, the Commission extends its gratitude to all of the educators who have brought the project forward to a format available to interested schools.

It is our hope that these initial efforts will gain momentum as they become known to an ever-widening circle of teachers and administrators. What hangs in the balance is no less a matter than the survival of humaneness and humanity.

John W. Vaughn
Executive Secretary
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Commission on Schools

Preface

It is a bit embarrassing to get caught arguing the need for global perspectives with American educators. Don't we all know the need? Don't we all wake up every morning saying:

- The United States imports almost half of its petroleum.
- The United States cultivates every third acre for export.
- The United States' every sixth job depends on international trade.
- The United States has the world's fourth largest Spanish speaking population.

The embarrassment, of course, is not in ourselves, but in our statistics*:

- Barely five percent of the teachers preparing nationally for positions from kindergarten through twelfth grade levels have any exposure at all to international studies or training;
- American students come out next to last on international surveys about international institutions and processes;
- Only three percent of all undergraduate students or less than one percent of all college age people in the United States enroll in any courses dealing particularly with world affairs.

But these are the effects, not the causes, of our discomfort. It is small wonder that the information blitz, which has assaulted our senses in the course of this century, should leave us feeling so helpless in its wake. After all, what do you do when the "big blue marble" comes zooming in at you like a medicine ball; when the hydrogen bomb goes off; when the economic system begins to shake like the San Francisco earthquake; when the students start to march on the principal's office?

The sensible person ducks. But what next?

Hunkering like a question mark is hardly a constructive response. What we need to do is regather our senses and regroup.

The principal thrust of education throughout this century has been to promote critical analysis in the sense of particularizing and taking things apart. So, Humpty-Dumpty like, we sit now amidst our own fragments.

The task before us is plainly to start putting things together again. The excursions into outer and inner space, into coping with economic pinches and demographic bulges, have brought with them a whole new chest of tools. Scattered they may be. But it is precisely because we now have global reach that we can search out the implements best suited for crafting today's global perspective.

Copernicus had no computer, Michelangelo no photographs, and Shakespeare no "earthshine" with which to fortify their visions. How sad, in fact how utterly contemptible it will be if we, with such stupendous resources within the grasp of every child, cannot inspire a perspective that makes their vision whole. On the threshold of this incredible century, E. M. Forster wrote what should be the motto for all the educators and educated of our time, "only connect."

The Kettering Foundation, in its quest for the positive and advancement of a globalized education, has gotten at the essence of this issue in its work with the Commission on Schools. It defines the need as a living process. It defines the vision—the classroom and the world are one.

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*NOTE: The following statistics are cited in *National Needs for International Education*, Robert E. Ward, The Center for Strategic and International Studies, Georgetown University (Washington, D. C., 1977).

GLOBAL EDUCATION LEADS TO A STRENGTHENED UNDERSTANDING OF OUR NATIONAL INTEREST WITHIN A GLOBAL SETTING.

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Introduction

When the Apollo astronauts took photographs of "earthrise" from the moon, we gained a whole new perspective of ourselves. For the first time, we saw our fragile blue planet, jewellike in the black infinity of space, and the realization came. How alone we are in the vastness! We truly are, as Archibald MacLeish has named us, "riders on the earth together."

This new global awareness forces us all to confront our common needs and problems. As travelers together on "spaceship Earth," we must plan for the future of our planet—and work to solve the problems of the present. The task requires skill, sensitivity, innovation, and understanding. The need for global education has never been greater.

Our global problems are many and familiar: conservation of natural resources, establishment of a just and equitable world economic order, distribution of food, treatment of disease, containment of military power, development of energy sources—the list could be extended. As the number and complexity of global issues continues to mount, the search for solutions becomes more urgent.

As there are many problems of increasing complexity, there are many varying possible solutions and paths to those solutions. Working in these directions will require group decisionmaking and action at all levels: local, state, national, and international. One thing is certain—we cannot afford to respond in ways that are sporadic or unplanned.

Growing awareness of global interdependence has already prompted many people to seek a better understanding of worldwide problems and their causes. These efforts vary in their effectiveness.

Each year, many people in the wealthier countries of the world give money to help those living in less developed nations. It is a simple, straightforward approach presumed to do good. Unfortunately, this dollar-bill type solution to problems may not contribute much to long-range relief and certainly contributes even less to better understanding of extremely complex global issues.

Some people turn to a program of academic study for insight into global problems. Such in-depth study is an alternative which may help individuals to gain a better understanding of the world community. Constraints such as time and money, however, make this a reasonable option for relatively few people.

Many people have had opportunities to travel, or even to live abroad. While some may actually have their prejudices reinforced by time spent in other cultures, for most, overseas travel is an eye-opening and mind-expanding positive experience. The Peace Corps, now over fifteen years old, has provided many Americans with firsthand experiences living in developing nations. Returning Peace Corps workers bring a deeper comprehension of international problems and issues back to the United States and share these understandings with their friends, relatives, and neighbors in the communities in which they settle.

Active reading of current international news and participation in world affairs study groups and exchange programs are excellent alternatives for becoming better informed about global issues. Most communities have service organizations which sponsor a variety of exciting programs geared to helping citizens to become more aware of international relationships. Many Americans contact people living in other countries through business, travel, personal friends, or relatives living outside the United States. Programs such as Sister Cities and Partners of the Americas involve American communities in exchange programs with communities of similar size in other countries.

Global problems are extremely complex and defy any single solution. The answers which we "know" to be obvious and logical often cannot be implemented because of the history, traditions, and customs of other people. Only through sincere efforts to think openly can we gain the understanding and commitment necessary to pursue positive approaches to global problems.

We welcome you to the search for alternative solutions to global issues. This program is designed to help you and your school begin to make a response to the need for both global

education and school improvement.

Consensus and diversity—these two concepts, seemingly contradictory yet complementary, acknowledge the individuality of each school, each administrator, each teacher, and each student. Through consensus, you can focus on specific areas of concern and agree on goal statements which fit your needs. Through all the glorious diversity of which human beings are capable, you can develop activities and directions which bring you ever closer to those goals.

Implementation of the School Improvement through Global Education program is suggested by three basic documents. The booklet *Consensus and Diversity* outlines a process for total staff orientation to the project. The booklet *A Guide to Four Essential Themes* may be thought of as a curriculum guide. A third booklet, *Implementation Guide*, suggests processes for implementing the total program.

On the following pages, the need for this program is explained, its urgency and timeliness are stressed, and the procedures carefully plotted. The direction is provided, but if the program is to succeed, it needs *you*—your experience, knowledge, understanding, and commitment. The contributions you can make will help to build an improved school situation and an increasingly mature global perspective for you, for your colleagues, and for your students.

1.
Rationale for a "Consensus and Diversity" Workshop

While many activities contribute to awareness of global issues, this handbook is focused on one constructive response—an effective approach called the "Consensus and Diversity" workshop for Global Education. It is part of the School Improvement through Global Educaton program, a project of the Commission on Schools—North Central Association and the Charles F. Kettering Foundation.

Several presumptions underlie the design of the School Improvement through Global Education program. One is that many good things are happening in the schools to alert students to a global perspective. The social studies curriculum provides a natural forum for discussions of world problems, interdependence, diversity of cultures, and future alternatives. In literature, music, art, and science classes, students develop skills they need today and in the future. As students and teachers begin to probe the future and analyze present world trends and situations, they will realize that all disciplines have a stake in what is happening in our world.

Within the schools, staff members all bring a great deal of expertise and experience to programs in global education. Often one or more teachers have served in the Peace Corps. Others have experienced overseas contacts through the armed forces. Staff members bring their own attitudes, feelings, perceptions, and global perspectives to any program. Students also have some awareness of global issues. Most high schools have student foreign exchange programs and other opportunities for students to study and travel overseas.

Other presumptions underlying the program are that school staffs want to improve their responses to global education and that a continuing study of global education will help students, teachers, and community grow and increase their global perspective. The program will also assist a staff to examine their own teaching methodologies and working relationships. School organizational structures emerge which encourage shared decision making, develop processes for continuous improvement, and recognize the stake that each student has in the world today and in the world that is coming.

Every school staff has a responsibility each year to make its school a better place for students. Every year the school must improve. It is not a question of *if*, it's a question of *how* the improvement takes place. Improvement does not mean that what was done in the past was wrong or inappropriate—improvement simply means we continue to grow, we continue to learn and to apply what we know about teaching and learning in a more effective way.

In June, 1978, the Administrative Committee (governing body) of the Commission on Schools, North Central Association approved a new alternative evaluation format, *Evaluation Using Global Education as the Integrating Activity*. The evaluation format is a part of the North Central-Kettering School Improvement through Global Education project. (See Appendix VI).

A member school that has implemented a global education program could combine assessment of the global education program with a regularly scheduled evaluation. The school would follow the normal pattern (self-study, team visit, implementation phase) in conducting the evaluation.

It is a quirk of human nature to find it easier to examine problems on the broad, global scale rather than within the microcosm of the school. Yet both sides of this program are equal: the school improvement aspect balances the global education. When the spotlight of objective analysis boldly illuminates the inevitable conflicts between administrators, teachers, and students, we often wish we could tiptoe away. And that's one point of this program—to do away with the tiptoeing.

A sincere study of the techniques in these guidebooks will help reduce issues to a manageable size. Indeed, many difficult situations can be identified and avoided before conflict begins. We can build a commitment to the goals in this program, polish up an enthusiastic, positive attitude, and then stand in that spotlight and take a bow. The process begins with the "Consensus and Diversity" workshop.

Consensus and Diversity—One of the Keys

Designers of the "Consensus and Diversity" workshop recognize that each human being is unique. We can certainly find common areas of agreement. Yet we all think differently, perceive events from our individual vantage points, and prefer to plan our own effective actions. This concept of consensus and diversity is the key to the success of the program.

The idea of working toward consensus rather than voting is not always understood or appreciated. After all, we have been programmed by the Magna Carta, the U.S. Constitution, and Robert's *Rules of Order*. Majority rule (voting) and parliamentary procedure are procedure-oriented definitions of democracy. The carry-over of one man, one vote to social organizations and decision making in schools is natural. However, some individuals contend that voting and agreement are inversely proportional—the more voting, the less agreement and action.

Let's build a case for consensus. It does not mean unanimous consent. Harlan Cleveland illustrates consensus with the following story. In a Pacific Island village, important decisions will draw all the villagers to a community circle, but only those who care about that particular decision will edge toward the circle's center to make their views known and their weight felt. The others will sit around the outside, often talking among themselves about something else. When the village elder is able to divine and announce a common view, that doesn't mean that everybody is an uncritical endorser of what will be done. It *does* mean that among those whose water buffaloes might be gored, there is at least passive acquiescence, and those who don't much care are willing to leave the outcome to those who do. To insist at this juncture, under Western procedures, that everyone's pulse be taken would clearly be dysfunctional.

A voting process implies that every individual has an equal stake in every subject. Issues, however, seldom affect everyone equally. Voting takes many-sided complexities and squeezes them into a yea/nay decision. Issues are seldom two sided. Voting moves each issue toward quick disagreement about words rather than careful agreement about action.

An alternative to voting is decision by consensus. Everyone does not need to be involved in consensus. Consensus is needed by those who must act together to carry out a program. If the program will have a significant impact on your life or you must carry out the program, then you should be part of the consensus.

Voting seems to focus attention on how individuals disagree about issues at a very abstract level. Consensus focuses attention on cooperation about what to do next. Individuals who have different value systems or different goals do seem to be able to come together on what to do next if they carefully avoid trying to agree, or vote, on how they differ. Individuals can often agree on what to do next if they are not forced to take a yes or no, right or wrong stand.

Once there is consensus about action, a vote is often unnecessary. Where there is not yet a consensus about action, a vote dramatizes the differences and makes eventual reconciliation much more difficult.

In a school, individuals have different ideas, dreams, and hopes about what needs to be accomplished. When differences exist, voting only appears to be a solution. If the vote goes against some individuals, they still have these same ideas, dreams, and hopes about what needs to be accomplished. Consensus takes time—days, months, or years—but if agreement is reached, something happens. Individuals go to work, energy is expended, and there is a commitment to the cause. Of course, sometimes consensus never comes, but is that any worse than one-half-plus-one having things to go their way?

A staff of a school never lacks for controversial issues. When controversary is present, could a staff refuse to vote? Could a staff negotiate at length? When the staff has carried consensus as far as it will stretch, could they refrain from making a public scene about the remaining fraction of dissenters? Would taking a vote freeze the minorities into an uncooperative posture?

Anwar Sani, who was an Indonesian delegate to the U.N., commented, "Indonesia, has a tradition of decision making through *musyawarag* and *mufakat*, consultations and consensus. Most of our countries have at one stage or another known that method. The process may be lengthy, cumbersome, sometimes exasperating, but we are much better off than immediately after our independence when we experimented with the 'half-plus-one-is-right' method."

In the "Consensus and Diversity" workshop, participants will learn to put this concept into practice.

The "Consensus and Diversity" Workshop

A specific outcome of the "Consensus and Diversity" workshop is approval of a set of Process Objectives, agreed upon by all the participants. The Process Objectives give guidance as a school staff implements its unique School Improvement through Global Education program. The Process Objectives are listed in Appendix. (page 44).

A staff will be asked to approve a specific set of goal statements. The staff certainly has the option of modifying, adding to, or rejecting them. If a staff elects to implement the agreed-upon goals, it still must develop its unique implementation plans. There will be much

agreement about Process Objectives from school to school for those staffs that decide to become involved in the program. However, there will be diversity in the way each school staff decides to implement the program. Within a school there will be consensus about Process Objectives and diversity among staff members as they implement the program.

This workshop is designed to provide experiences so a staff may make decisions about rejecting or accepting the school goals.

The workshop activities deliberately focus on what is positive in nature: what is right, what is good, and the potential for positive change that exists in a community, a school, and in each individual. This positive approach is used for a specific reason. It provides a solid foundation for making progress in accomplishing tasks. Participants feel a sense of accomplishment. Everyone knows how easy it is to spend hours dissecting what is wrong in any given setting without gaining any sense of what is right. Many staff meetings end in bitterness and frustration because the focus is constantly on the areas of disagreement. Participants in the "Consensus and Diversity" workshop learn procedures for focusing on areas of consensus. When these areas of consensus are established, it is much easier to move forward with positive and constructive change. Diversity is expected and encouraged. A staff will have common goals and will respond to the goals in many different ways.

The "Consensus and Diversity" workshop also provides techniques needed for achieving group consensus. The school staff that has experienced the workshop is more likely to find areas of agreement and to make decisions that have involved positive contributions from all its members. This approach has been shown to function effectively on even the touchiest problems.

If approved by the staff, the Process Objectives provide the starting point for whatever tasks lie ahead and become guidelines against which progress can be evaluated. It is with these goal statements that a group can begin to consciously plan for program activities.

Assumptions of the "Consensus and Diversity" Workshop

During development of the "Consensus and Diversity" workshop process, certain assumptions have been made:

1. *THOSE WHO ARE ASKED TO IMPLEMENT A NEW PROGRAM MUST HAVE A ROLE IN DECIDING IF THEY WANT TO BECOME A*

PART OF THE PROGRAM. If people feel ownership for the program, then it has a good chance of success. The workshop has a preconceived set of Process Objectives. The staff members must decide if the Process Objectives are important for them. Design of the program will vary from school to school and from teacher to teacher.

2. *REASONS FOR A NEW PROGRAM MUST BE CLEARLY UNDERSTOOD BY ALL PARTIES*. Much discussion is needed to clarify each person's position and understand the position of others. It takes effort and study to understand how to continue to teach the existing curriculum and in addition make a contribution to global education. Reasons for any change must make sense and be clearly defensible by everyone involved.

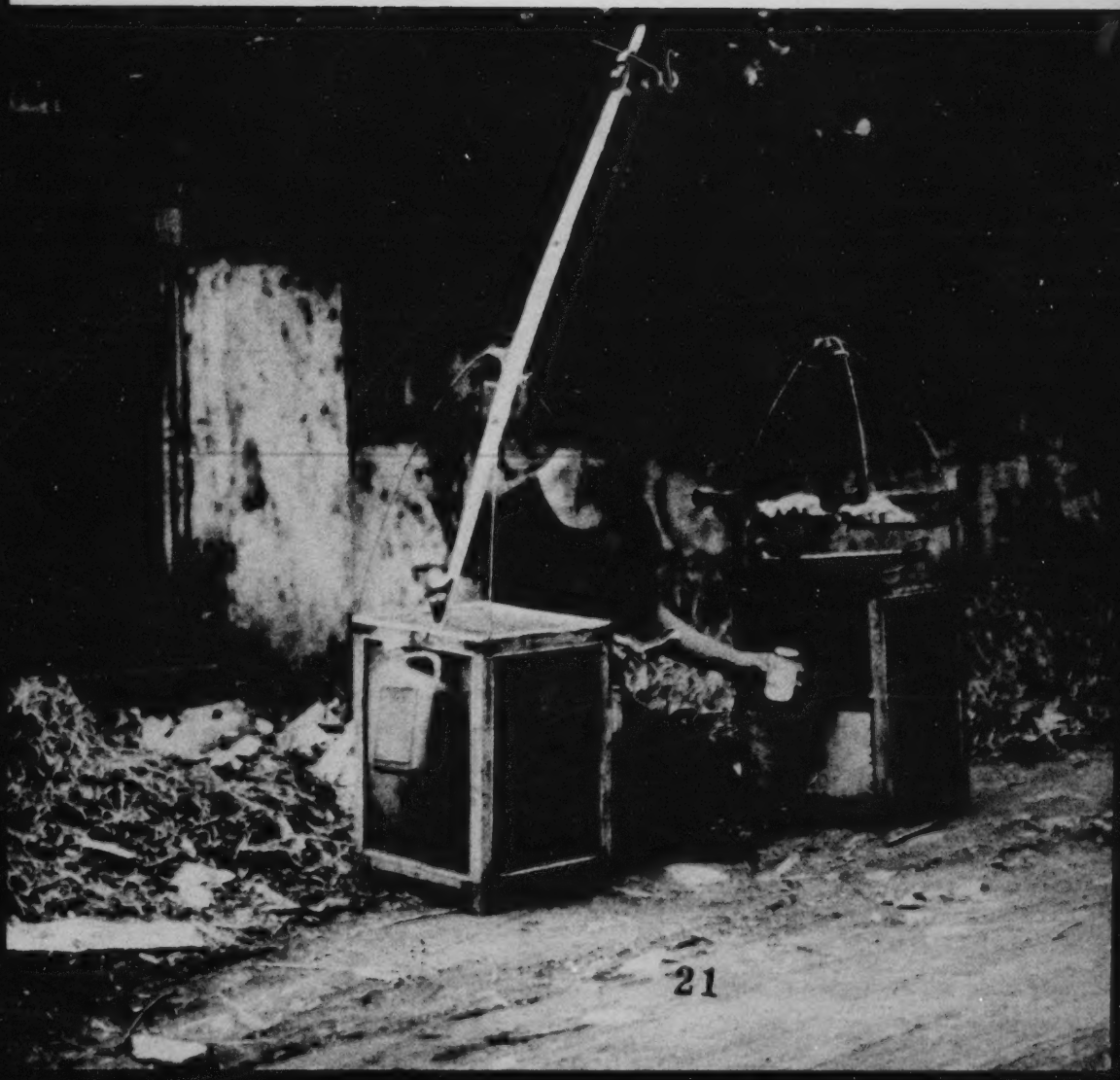
3. *NEW PROGRAMS MUST BUILD ON THE PAST*. Change is part of the process of evolution from what was to what will be. To change does not mean that what happened in the past was inadequate or wrong. Rather, change is the result of learning and improving on what exists. New programs must interface with existing programs.

4. *NEW PROGRAMS SHOULD BE DESIGNED FOR ADAPTATION AND CONTINUOUS EVOLUTION*. The "Consensus and Diversity" workshop will assist the participants to look at Process Objectives which are flexible. The responses or programs that come out of the Process Objectives can be revised and modified to reflect the current needs of the students and staff.

5. *NEW PROGRAMS MUST INVOLVE THE TOTAL STAFF*. The responsibility for global education rests with all staff members in every discipline or position and with students. A program must not be imposed upon people; everyone affected should have an opportunity to help decide if the program is for them.

6. *NEW PROGRAMS CAN BEST BE IMPLEMENTED IN SCHOOLS AT THE INDIVIDUAL BUILDING LEVEL*. To succeed, a global education program requires a total staff involvement. The best efforts of individuals in the central office, one department, selected teachers, or active citizens are inadequate. Successful adoption of new programs in a school system is the result of an integrated commitment of the staff, students, and community within one physical building.

7. *AGREEMENT ON ESSENTIAL MATTERS SHOULD PERMIT WIDE VARIATION ON OTHER POINTS*. Administrators should capitalize on differences rather than trying to get agreement in every respect. What's important is that staff members feel they are properly treated even though they may have different views about some things.



2. Planning for a "Consensus and Diversity" Workshop

A successful "Consensus and Diversity" workshop involves detailed preparation with carefully chosen participants. It is vital that selected representatives from the staff and perhaps students and community have the privilege and responsibility for the planning and administration. The workshop must belong to the staff. Different constituencies should include the administration, teachers from various departments, and students. If you plan to include parents and local community leaders, do so from the very beginning.

Crucial Steps During the Workshop Preparation

1. First, it is essential that the school staff commit themselves to a year's study of global education. The school staff must make a further commitment to developing and implementing plans related to global education in their school building.

2. Ensure that the central office, superintendent, and school board have also given official approval and support of the workshop. Workshop participation by these people should be encouraged. It must be clear at the outset that the workshop will not take place if this official support is lacking.

3. It should be clear that the building-level principal must attend the entire workshop without interruption. This individual will often play a pivotal position at the building level regarding any program changes. Without the principal's full support and participation a "Consensus and Diversity" workshop should not be planned.

4. Once these commitments are made, the organizational phase comes into being. A steering committee should be formed made up of key people—i.e., the principal, the workshop leader(s), key staff, and students—with the job of planning and communicating the program to their peers. This team should handle all the local arrangements of invitations, dates, logistics, and administration.

5. A fairly lengthy lead time (four to seven months) is an important ingredient for the success of the workshop. It takes time to work on arrangements, to announce and reannounce the workshop purposes, and to do the mailings and logistics. The prospective participants should make firm commitments to attend the workshop at least one month prior to the date.

6. The steering committee will have to determine the best format for the workshop sequence. In this handbook, the workshop is divided into a format of two consecutive days. The two day time period can be broken into one and a half to two hour blocks and spread out over six to eight weeks, but the sequence of activities should be maintained.

7. The steering committee should prepare a statement of the workshop goals and send advance copies to all participants. See Figure 1 for some suggested "Consensus and Diversity" WORKSHOP GOALS. Make certain that all participants clearly understand the purpose of the workshop ahead of time.

8. The steering committee will also need to consider certain budget items. Teachers may need to be paid for their released time. Other costs for the workshop can be minimal—implementing costs and perhaps coffee and donuts for the participants during the sessions. Lunches or other meals may be an important budget item.

9. The role of workshop leader involves such diverse responsibilities that two leaders are recommended. They will assist in all stages of the workshop: planning, running the actual workshop, and directing the follow-up activities. They support and reinforce each other and provide a change of pace for the participants.

10. A paid clerical staff person from the school building should be responsible to the steering committee for making the physical arrangements including preparing notices of the workshop, getting mailings out on schedule, making certain that lunches or refreshments are planned, and other details. Additional activities might include the processing of applications, notification of participants, arrangements for audio-visual equipment, some typing during the course of the workshop, and copying materials for handouts.

Figure 1: Sample of "Consensus and Diversity" Workshop Goals

1. Become better acquainted with each other and develop greater respect for one another.
2. Establish open lines of communication and be willing to listen to other points of view and to consider alternative value systems.
3. Become more sensitized to others and better prepared to help students and teachers know and accept differences of other students and teachers.
4. Experience specific skills in small group dynamics including the complex processes involved in consensus forming.
5. Examine and clarify one's own value structure in various areas connected with global education.
6. Understand the value structure of other participants in various areas connected with global education.
7. Increase the awareness level about global issues in the school and the community so its members will better understand the complexity of global problems.
8. Seek to understand the various academic approaches to complex global problems.
9. Develop an awareness that global issues do affect the community and affect people's lives.
10. Approve or reject a set of Process Objectives to serve as guidelines for responses that a school staff might want to make in the area of global concerns.
11. Identify the steps involved in translating the Process Objectives into the life of the school.
12. Establish a time line and a plan for continued study and implementation.

The Small Working Groups

In the workshop, success pivots on the combinations of participants in the small working groups. Nearly all the activities will involve these subgroups, so careful planning in the preparatory stages is important.

Groups should be built with a wide representation in terms of age, sex, experience, disciplines, personalities, and philosophies. The number of people in the group is important and will greatly affect the quality of the dialogue. Six is probably the best number of people, with over seven being too many and under five being too few for good discussion. The number six may seem a bit arbitrary, but our experience confirms the recommendation.

Each group will need a group leader who will encourage participants to talk about themselves, their values, and their ideas, rather than speaking in general terms. This person should serve as a model for the group and the quality and depth of his/her remarks will set the tone for the group. The task of selecting people to fill the role of small group leaders is difficult, but important, and needs to be addressed ahead of the workshop when the small groups are being assigned.

When individuals have been identified as potential small group leaders, it is important to speak with them and determine their willingness to play such a role. If possible, these individuals should have had some experience in directing group processes. They must be willing to work with the group and not anxious to get moving with the tasks at hand. The quality of the dialogue during the "Consensus and Diversity" workshop is most important. It must be of substance and it cannot be dominated by any one individual, particularly the small group leader. The success of the total workshop will be greatly dependent upon the ability of the small group leader to gently but consistently keep the group on its task. This individual, however, cannot be overly directive or the group will not function but rather will defer to its leader.

The small group leaders must understand their roles before the workshop. This may call for a preworkshop meeting between them and the workshop leaders. Small group leaders' responsibilities include:

- Studying each activity so they can clarify procedural points for the other participants
- Relating each activity to the workshop goals
- Keeping the group on the task during the discussions

- Facilitating the discussions to ensure that everyone is involved
- Watching the time on each activity and stopping group discussions when appropriate
- Directing the discussion so it stays on a positive note
- Steering the discussions away from sensitive issues which might bring embarrassment to some participants
- Encouraging a nonthreatening, relaxed discussion atmosphere so participants do not feel defensive
- Maintaining a policing function to avoid participants running off for phone calls and other unessential interruptions
- Clarifying points made by participants

The important role of the small group leaders deserves emphasis during the preparatory stages of the workshop. Also, the chemistry of the small groups needs special attention ahead of time. Both of these elements will influence how well the groups work together.

When and How to Create New Groups

Throughout the workshop the original groups will continue to be important. They are home base for the participants. However, it is important that participants get to know and work with others. Since a workshop goal is to open communication among the entire staff, provide some opportunities for participants to work with a wide range of people.

Some ways to group might be:

- Those who work with the same student age group or grade level
- Those who teach the same subject
- Those who teach different subjects
- Theme groups, i.e., those interested in the nature of change, the world as a system, human relations, current world events
- Those who know least about each other
- Those who seldom work together
- Those who often work together
- Random groups
- Participants select their own groups

Each activity has a suggested grouping. The workshop leader should construct each group with care. Make a conscious decision about groups rather than leave things to chance. *Always* have the groupings determined before the activity. Do not say, "Well, find a

new group." Grouping is the responsibility of the workshop leader, and the time and effort put into it will be important to the success of the workshop.

The Workshop Schedule

The "Consensus and Diversity" workshop does not have to be accomplished in a two day period as outlined in this handbook. As noted earlier, it is entirely possible to alter the schedule and stretch the process over a two-to-four month period (meeting once per week after an initial daylong session) or to reduce the schedule to fit into an intensive one and one-half day retreat. It requires twelve to eighteen hours to complete the process when following a sequence of two days or less. More total hours are required if the schedule is extended to several months. See Figure 2 for a sample schedule. More time is required because additional review, warmup and summary sessions are necessary. When several weeks elapse between sessions, time must be given to reviewing what has happened, a restating of purposes and getting back on tasks.

Within a school setting, the several-month schedule may have some advantages. The main advantage, perhaps, is that as teachers learn new concepts, gain new skills, or refocus on global education or international issues, they can try out some ideas with their students. It is a slower process, but the teachers will have their own learning reinforced in actual classroom settings. They will gain confidence as they experiment.

Figure 2: Sample Schedule for an Extended Workshop

Assumptions:

1 The total staff participates.
2 Sessions are limited to approximately one hour and forty-five minutes.
3 Sessions are held at regular intervals throughout the year.

SESSION	TOPICS
1	Individual Time Line Time Line for the Future
2	Attitudes We Value Your Decision
3	Conceptual Framework for Global Education Peace Begins at Home
4	Back to the Basics Definition of Global Education
5	Sharing Information about Current Programs A Parable
6	Where Do We Go from Here?

Points to Reinforce

The "Consensus and Diversity" workshop has certain key characteristics. All participants should be aware of them at the outset.

It will not give any "pat" answers to complex global issues,

BUT

it will provide general background information to assist in drawing conclusions.

It will not give any formula for instant success in teaching global education,

BUT

it will provide opportunity for consideration by participants on how they will jointly develop and design educational experiences.

It will not impose what and how to teach,

BUT

it will ask the school community to approve or disapprove the goal statements.

It will not make participants content specialists,

BUT

it will introduce them to a variety of issues and critical world problems.

Ozymandias

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them and the heart that fed:
And on the pedestal these words appear:
"My name is Ozymandias, king of kings:
Look on my works, ye Mighty, and despair!"
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.

Percy Bysshe Shelley

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Ozymandias

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
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Percy Bysshe Shelley

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3. Day One: The Beginning

Opening activities set the tone for the entire workshop. When people arrive, there should be wall posters, name tags, group assignments, and other administrative details which immediately convey the message that the workshop is well-planned and organized. To promote an informal, comfortable atmosphere, ensure that any community people, parents, and especially students are greeted by name and warmly welcomed.

The workshop should begin punctually to establish that a schedule will be followed. For the first few minutes the workshop leader will make introductions and discuss expectations for the workshop. It is very important that all participants be present at the beginning for the first small-group exercise. With less than full participation in these opening activities, a participant may never become completely integrated into a group.

Another important point relates to the tone set by the workshop leader. The workshop activities deliberately focus on what is positive in nature: what is right, what is good, and the potential for positive change that exists in a school and in each individual. This positive approach must be established at the outset of the workshop. The workshop leader must be genuinely enthusiastic about the workshop and be viewed by the participants as a friendly, open individual.

During introductions, participants should sit with their small groups. The membership of these groups should have been well-planned ahead of time as they will form the core for the entire workshop. By color-coding name tags, putting numbers on the name tags, or some other method, the participants can be assigned to their groups.

Activity 1: Individual Time Line (60-70 Minutes)

This activity is the foundation for the workshop and may even predict its success. Participants who arrive late and miss the first activity may be unable to fully get into the spirit of the workshop. The workshop leader provides a model for the get-acquainted process and should be ready with a great deal of energy and enthusiasm.

A note of caution should be made. A few participants may be uncomfortable with the thought of getting acquainted. The excuse of "oh, I already know everyone," is the standard response. The workshop leader must stress ahead of time that getting well-acquainted,

understanding each other better, and developing a sense of mutual trust are one goal of the "Consensus and Diversity" workshop.

Without this crucial foundation, the workshop process will not work satisfactorily. It might also be mentioned, however, that the getting acquainted process is *not* intended to be an encounter therapy experience. If the leader makes this clear, some participants will feel more comfortable. Participants are not asked to get personal, but to be personal. There is a big difference between the two.

Participants will approach this workshop with various expectations and needs. A list of these needs (which are common to all human endeavors) might read:

- The need for security
- The need for respect and recognition
- The need for response and feedback
- The need for stimulus and challenge

The introductory phase of a workshop—and indeed the entire workshop—can be evaluated with regard to these four needs. Success depends in large part on all four being satisfied. It's worth noting, too, that they complement each other—security without stimulus is complacency, feedback without respect may be rejection.

The workshop leader might direct this activity in the following manner.

WORKSHOP LEADER: "The first thing we want to do is to get acquainted with each other. I would like to get to know you and for you to get to know me. I'll begin by using the time line. I'll take *about eight to ten minutes*—and so will each of you—to tell you some things that will help you to know me better. Each of us will share some of those experiences we feel have made us the person we are now. You share what you want others to know about you. Are there any questions? If not, I'll begin...."

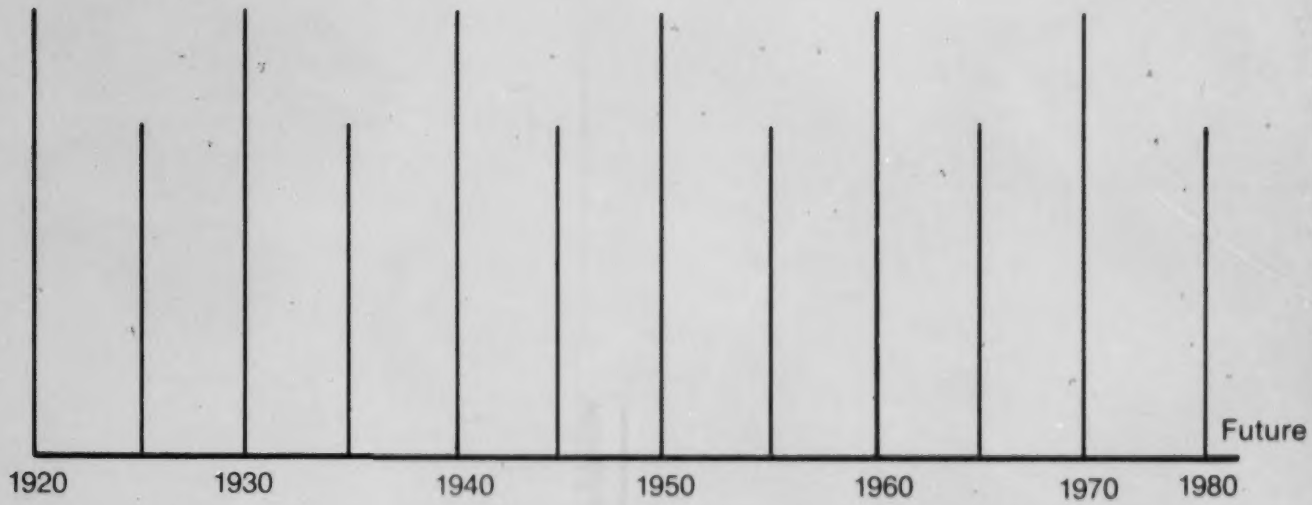
(The workshop leader shares the time line. See Figure 3.)

"Now I'll hand out copies of the time line. Take the next *eight to ten minutes to complete* your time line with the highlights of your life. You will share with the group those *highlights* you wish the group to know about you. Share only those things you feel comfortable sharing. You might want to share travel, family, hobby, special events, how you became interested in global education, or your work experience.

Each person should take no more than ten minutes to share his/her time line with members of his/her small group. Your time line will become a poster. You may draw pictures, write words or sentences, draw graphs, or use any method you choose to visually tell about yourself."

The time lines should be exhibited around the room. This brief profile of each participant can be displayed during the entire workshop. It is important for the workshop leader to set the stage for the level of sharing by describing his/her own time line as a model for others to follow. Each small group leader should make sure that no one talks too long, thus creating group hostility or personal anxiety. Everyone needs to have the opportunity to talk to the group. Students may need special attention so they feel comfortable with the adults.

Figure 3: Individual Time Line



Activity 2: Time Line for the Future (60 Minutes)

WORKSHOP LEADER: "Most of us find it difficult to imagine future events, trends, lifestyles, conditions, or discoveries. In fact, the implications of an event often escape us. Now you are asked to look forty years ahead. What do you see? What global events may occur? Will we really run out of fossil fuel? How will our lifestyles be altered? What new discoveries might be awaiting us? The tendency is to think that things will not be much different. Perhaps not, but perhaps the pace of change will accelerate. Will there be changing value patterns? What world-wide events will affect us?

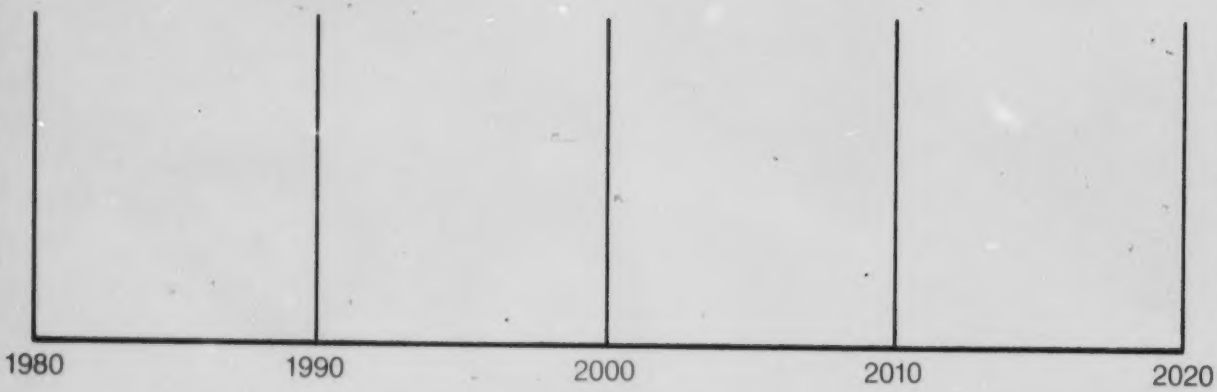
Everyone will have five to ten minutes to fill out the time line for the future. Then each of you will share your future time line with your group."

Participants remain grouped as in Activity 1. See Figure 4 for a sample time line. Following the sharing each small group will consolidate ideas and projections and develop a time line for display. They also will prepare a summary of their group's thoughts.

The workshop leader should process this activity with the total group. Ask each group to share some of the major events it listed on the world time line and the difficulty, if any, they had in thinking about the future. Point out that most have difficulty even thinking in a future mode. Also emphasize that most students will be very much a part of the next forty years. Assuming today's structure (perhaps a very faulty assumption), the students will not have reached retirement. What knowledge, skills, and attitudes do students need to help them experience happy, productive lives? What kinds of school programs do we need? What should be happening in the school? Should all teachers be responsible? All departments, all disciplines?

There will be profound changes during the next forty years. Can we stay open to change in our present school programs? As our global perspective develops, can we comfortably modify our programs to be more effective?

Figure 4: Time Line for the Future



Activity 3: Attitudes We Value (30-45 Minutes)

Purposes of this activity are to:

1. introduce issues, concepts, content related to global education;
2. provide an opportunity for participants to verbalize how they feel about global issues;
3. learn about and practice consensus.

In this activity, a certain amount of disagreement is likely. Participants are asked to take a position on a range of issues connected with global education. This provides an opportunity both to clarify their individual values and to gain more understanding of the values of others.

The activity gives participants their first workshop experience in reaching group consensus. The guidelines in Figure 5 should be printed and distributed to everyone. Stress that consensus means an agreement that has been arrived at by the group through discussion and possible changes of opinion. It does not mean voting on an issue with the majority winning.

Participants are asked to consider a list of twenty-four clusters of issues and to select the one attitude from each cluster with which they feel most comfortable. The clusters include various value positions in such areas as population, use of natural resources, and cultural understanding. Interaction by group members must remain positive to ensure that no one becomes defensive, thus undercutting good discussion and listening in the group. The purpose is to express what one feels, to share what one values. The focus should not be on what one does not value.

STEP I—The workshop leader gives each group member a copy of "Attitudes We Value" (Figure 6) and asks them to work through the exercise independently. They are to circle the attitude in each cluster of three that comes nearest to their own thinking. Each group member works alone without any group sharing.

STEP II—When everyone has finished writing, group members each take a few minutes to share their choices and their reasons on the three or four clusters which they feel most strongly about. Time may permit participants to share more selections. Most of the statements should begin with, "I feel. . . ."

STEP III—The small groups are asked to reach consensus about which attitude in each cluster best represents the feelings of the

group. If the group members are unable to come up with a consensus after discussion, that's okay—move on to the next cluster. The group should spend sufficient time on a cluster to see that the disagreement or the diversity of opinion is the result of actual feelings and not a lack of communication.

NOTE: You may personalize this activity if there are other issues you want the groups to consider. For each additional issue write three statements for the groups to consider. As a guide to the three statements describe:

1) past thinking, 2) present thinking, and 3) future thinking.

Figure 5: Guidelines on How to Reach Group Consensus

1. Keep the goal—group consensus—clear and foremost in the minds of the group members by reminders, when needed, and by clear statements of group goals before any problem is tackled.
2. Move the discussion to a higher level of generality if agreement seems impossible at the present level.

   EXAMPLE: You might say: "Okay, now Jane feels every teacher should spend a two-week block of time on international awareness or global education. Robert thinks that a learning experience once a week is better. Let's back up and see if we can agree on a more general statement. Do we concur that teachers should be responsible for international awareness?"

   REMEMBER: General ideas unite, specifics divide. If disagreements are irreconcilable, move the discussion to the next level of generality.
3. Change the subject altogether. You can even direct the group to consider why they are having so much trouble establishing some common ground.
4. Ask group members to collect their ideas into several categories. This will help to focus the discussion and make agreement possible.
5. If the discussion is stalled, have the group stop to establish some criteria by which it will be able to continue. If, for example, the group is stymied over the problem of what kind of school-wide program it wants to have, perhaps the group should step back and first decide on the criteria by which it feels a good school-wide program is judged.
6. Stop the discussion altogether and give group members additional time in which to think about the issue.

Figure 6. Attitudes We Value

1. Our country is a great, self-sufficient nation; our first concern should be to keep our position as "number one in the world."	Our country is part of the world community—and we should base our decisions on the notion of being a good neighbor.	Whenever our country can help world neighbors it should, so long as it does not diminish its citizens' standard of living.
2. Education is training to perform specific skills.	Education is helping persons learn the skills and attitudes needed to be adaptable.	Education is teaching young people a body of established wisdom—it's the transmission of knowledge.
3. It sounds nice to say that we can learn from the developing countries, but it's not realistic.	We can learn practical and important new ideas from developing nations, even though cultural, economic, and political differences exist.	We should work to understand people from the developing nations, but probably few, if any, practical or valuable ideas will ever result.
4. Controlled population growth *is* difficult; perhaps we need a system of selective population growth.	Continued world population growth is immoral; we need to stabilize at zero population growth.	Population growth is the lifeblood of civilization and commerce; to not have population growth means stagnation and decay.
5. Natural resources are unlimited—if we run out of something, we'll make a substitute.	Natural resources are plentiful, but honest efforts of conservation are important.	All natural resources are limited and some are nearly exhausted.
6. The environment is capable of taking care of itself; it can absorb pollution if man doesn't interfere with natural cycles of decay and breakdown.	Pollution may be undesirable, but we can clean it up without long-term damage, and the cleanup process helps the economy.	Pollution is unhealthy and throws the world's ecosystem out of balance.
7. Schools should become community centers with the entire community a learning resource.	Involving the community in the school and the school in the community is a good idea but not really practical.	Students must master the basic skills and this can best be accomplished with little or no interference from the community.
8. We need to demonstrate to other nations our system of customs, beliefs, and values.	We need to understand and accept that our customs, beliefs, and values are not universally shared.	As a whole, people in other nations haven't yet come up to the quality of our customs, beliefs, and values.

culture is a good idea, but little ever comes of it.	one hope for a peaceful world in the future.	ferent strangers to meet is frustrating and nonproductive.
10. Global education is best approached through issues education—studying topics such as population, health, food problems, arms control, and poverty.	Global education is best approached by a study of the areas of the world such as the Middle East, Africa, and Europe.	Global education is best approached by helping students develop the skills, knowledge, and attitudes they need to cope and manage the future—for instance, understanding the process of change, the world as an interdependent system, emerging trends, and the value of diversity.
11. The global problems facing us today will be solved. Technology provides the key.	Most of the global problems facing us today are insoluble. Our civilization will gradually decline and perish.	The global problems facing us today can be solved if people in different countries will work together.
12. Generally, an individual's actions are too small to have an effect on the world's ecosystem.	Governments should take increased responsibility since only collective actions can have an effect on the world's ecosystem.	The entire world is an ecosystem and every individual's actions have an effect on the system.
13. The earth is a self-renewing servant; each of us can take our share.	We should be stewards of the earth for the benefit of present and future generations.	Stewardship of our environment sounds good—but the problems are too complex to get a handle on.
14. People need to learn that their actions at the local level can have global implications.	People should be free to learn about world affairs, but there should not be any such requirement.	People need to learn to earn a living before worrying about global issues.
15. Global education should be the responsibility of every teacher in every discipline.	Global education should be the responsibility of the social studies or some other department.	Global education should not be the responsibility of the school.
16. Students can learn best if content and concepts are restricted to a single discipline.	Students can learn best if content and concepts are approached on an interdisciplinary basis.	Students can learn best if content and concepts are sometimes but not often approached from an interdisciplinary basis.

17. School-wide global education goals are important because they let the teacher know what is expected.	School-wide global education goals are not important because no one follows them.	School-wide goals provide a basis to ensure that coordinated global education programs exist.
18. Life in the future will be a continuation of the present—only better.	Life in the future will be radically different from the present—but will evolve gradually.	Life in the future will be radically different from the present and will change through massive economic and social upheavals.
19. "Bigger is better." We need more technology, greater economic growth, and larger cities, schools, and industries.	"Bigger is better" for most things, but we also need to be concerned about people.	"Bigger is *not* better." We need "human scale" institutions and technologies so that people do not become mere automatons.
20. It is important that students and teachers have effective and caring relationships with one another.	Caring student-teacher relationships should not be an issue of concern.	As long as students can pass the test, there is no reason for a trusting, caring relationship between teacher and student.
21. The staff should not be concerned about students understanding the culture found within the school.	It is most important that students get to know and understand the cultures found within the classroom and school.	It is of slight importance that students get to know and understand the cultures found within the classroom and school.
22. It is most important that students understand about the impact of one action (technological, social, political, economic) on another.	For students an interdisciplinary view of the world is most important.	Most learning experiences should be through a single discipline.
23. The school should ensure that students have knowledge about world conditions and trends.	Knowledge about world conditions and trends is a low priority item.	Knowledge about world conditions and trends is the student's responsibility and should be done outside the formal school.
24. The school should help students develop the knowledge and skills necessary for working with others.	It is the job of parents, not the teachers, to help students have the knowledge and skills for working with others.	You cannot teach how to work with others; it just happens.

Activity 4: Your Decision (45 Minutes)

Each of the small groups will be given different "Your Decision" readings. See Appendix II for a selection. Each "Your Decision" reading involves a global problem or issue designed to invoke a variety of responses depending on an individual's experience, value system, temperament, and knowledge. "Your Decision" activities are designed to introduce global issues.

Each group member will have a copy of the assigned "Your Decision" reading. After individuals have read the scenario, the small groups are asked to work on the activity with group members each sharing their thoughts and reactions. After the groups have discussed the questions at the end of the reading, they will be asked to share their discussion—including the content of the reading and their responses to the issue—with the total group. The questions are designed to encourage specific discussions. If a small group has questions for discussion which it feels are more appropriate, it should be encouraged to follow its agenda. The large group sharing increases the participant's awareness of various global issues.

Explain to the group that each small group will have a different "Your Decision" reading. However, after the activity you will give each person a copy of all the "Your Decision" readings.

Allow thirty minutes for the small group discussions and fifteen minutes for the large group sharing. Each large group is given two to three minutes to explain its "Your Decision" reading. The purpose of sharing is to allow each group to expand its level of awareness about global issues.

Activity 5: Conceptual Framework for Global Education (60 Minutes)

It is essential that participants understand various approaches to organizing global education. Also, it is critical to understand the rationale of the North Central-Kettering project—the School Improvement through Global Education program. Individuals want to understand why a particular approach was selected. Of all the alternatives, why this one? What makes one approach more appropriate than another? The more questions asked, the better. The program must belong to the staff. Unless the staff understands, endorses, and values the North Central-Kettering rationale, the program will never become operational in the school. Only if the staff values the framework will it be implemented. A staff will not implement someone else's program; they will only implement their own program.

The workshop leader begins this activity by taking ten minutes to summarize the article "School Improvement through Global Education," *North Central Journal*, Spring, 1978, reprinted in Appendix II. The sixteen Process Objectives are included as an additional reference in Appendix I. Be sure to explain the sixteen Process Objectives and why they have been grouped into four categories.

Then a large group session deals with the following questions:

1. In what way is the North Central-Kettering framework different?
2. What is the rationale for having Process Objectives in four categories?
3. What are the four themes of the North Central-Kettering model?
4. At this point does your concept of global education differ from the four themes?
5. What questions do you have at this point?

Activity 6: Peace Begins at Home (40 Minutes)

Assume two of your school goals are:

1. assisting students to have a stronger commitment for world peace than some adults have at present, and
2. reducing conflict among students and between students and teachers.

What can be done? The original small groups should each decide on the eight most effective issues and rank them with the first being the most effective. See Figure 7. The groups should also mark those that would have no impact or those that would actually be harmful or counterproductive.

Space is provided for listing their own items, giving consideration to the ideas and possible strategies for implementation. What barriers could be expected? Would the trade-offs be worth the goals of enhancing world peace and reducing conflict within the school? What other responses would be appropriate for encouraging world peace? Rather than just ranking ideas listed, the small groups should work toward developing their own responses. The group responses will be posted for the whole workshop to see.

FIGURE 7. Peace Begins at Home

Top Eight Most Effective	No Impact	Most Harmful	Identify those items most effective in helping boys and girls to grow up having a stronger commitment to world peace.
			1. More competitive sports and other competitive activities.
			2. More adventurous activities (e.g. camping, hiking, sailing).
			3. All staff make a commitment to seldom put down or be negative to a student.
			4. History to concern itself more with great individuals of peace than heros of war.
			5. Geography and history to be more on the topic of humankind rather than one's own country.
			6. More teaching about causes of war and violence.
			7. More emphasis on family activities within the school program.
			8. Students at all academic levels required to participate in projects of caring and serving in the local community (nursing homes, invalids).
			9. Cause students to know, understand, and communicate with other students in the school who have different value patterns and cultural differences.
			10. More effort to help students to understand the lifestyle of people in other parts of the world. (Greater study of other religions, economic systems, cultural patterns, family patterns).
			11. More effort to recognize how our society might be viewed from other societies.

FIGURE 7: Peace Begins at Home

Top Eight Most Effective	No Impact	Most Harmful	Identify those items most effective in helping boys and girls to grow up having a stronger commitment to world peace.
			12. More effort to teach good listening skills.
			13. Require more specific tasks of students with fewer options so they learn to follow rules and requirements.
			14. Have the school remove corporal punishment and pledge itself to nonviolent solutions to local conflicts.
			15. Encourage study of the lives and teachings of people like Gandhi, Plato, Socrates, Jesus, and St. Augustine.
			16. Have frequent speakers come to school to speak about global issues on war and peace, i.e., the local congressman, army recruiter, minister.
			17.
			18.
			19.
			20.
			21.
			22.

Activity 7: Back to the Basics (60 Minutes)

Many participants in workshops on global education theoretically recognize the importance of global education in a school setting but cannot reconcile their strong concern that first things must come first. Their point of view is, "I agree that global education is important, but I'm responsible for teaching (history, English, biology or whatever). Also, what about the basic skills? Some of these kids can't even read, and we're supposed to be worrying about global interdependence."

This reaction is fairly common and is shared by the writer of this guidebook. Indeed, first things must come first. In this activity we will see the relationship between basic skills and global education.

Give examples of basic skills and ask the participants for examples. Examples you might use are:

- How to consume information about the world intelligently.
- Anticipating consequences.
- Understanding the process of change.
- Withholding judgment until gaining enough evidence to make a judgment.
- Small group skills.

Next, give the small groups the instructions for this activity.

1. On a large sheet of poster paper, list all the basic skills you feel are essential.
2. Put an asterisk in front of each item listed that your group feels is being taught in a systematic way in most schools. That is, is there a systematic process in operation that ensures the skills are being taught?
3. Underline those basic skills you feel are directly related to global education.
4. Share your ideas by displaying your work.

Allow thirty minutes for each small group to list the basic skills, put an asterisk by those being taught in a systematic way, and underline those relating to global education.

Then allow thirty minutes for each of the small groups to share its work. Ask the participants to consider the following questions:

1. Will a global education program help you do the things you are already committed to doing?
2. How does global education differ from good basic education?

3. Refer back to the "Time Line for the Future" activity. Are the basic skills you listed adequate for the students' next forty years?

The Planning Guide

At the end of each day's activity, a planning guide has been provided. Both guides include the activities, the time required for these activities, and space for listing supplies and materials needed. These guides are Figures 8 and 9.

Figure 8: Planning Guide for Day One

Activity	Time Allowed for Each Activity (Minutes)	Supplies and Materials Needed*
1: Individual Time Line	60-70	
2: Time Line for the Future	60	
3: Attitudes We Value	30-45	
4: Your Decision	45	
5: Conceptual Framework for Global Education	60	
6: Peace Begins at Home	40	
7: Back to the Basics	60	

*Be certain to have all the supplies you need before beginning Day One.

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4. Day Two: Exploring Further

Activity 8: What's Keeping You from Being Here (15 Minutes)

This activity re-establishes the informal, friendly atmosphere of the workshop. Start with the participants in their original groups.

Explain that often we are not mentally with a group—we have other things on our minds. As an example, share with the large group what's keeping you from being there. It might be such things as:

- Traffic was so bad I'm still driving.
- I'm thinking about the good experiences I had with the family at breakfast.
- I have several deadlines and feel pressure to meet them.

Next, ask each person to share with his/her group what's keeping him/her from being there. After everyone has shared within his/her small groups, move at once into the next activity.

Activity 9: Definition of Global Education (40 Minutes)

No single definition of global education could possibly be acceptable to everyone. In general, people prefer short, easy-to-understand definitions, but these are often unsatisfactory upon scrutiny. The best definition is one that has meaning to you. Keep participants in their original small groups for this activity.

1. Each person in the small group receives five cards. On each card write: Global education is_____. Each person should try to complete five cards.
2. Do the following:
   a. Ask someone in the group to collect all cards and shuffle them.
   b. Next give each group member two cards.
   c. Place the remaining cards face up for everyone to see.
   d. If you do not like the two cards you have, they may be traded for the surplus cards. If you take a card, you must give up a card.
3. Within the small groups, divide into two groups. Each group takes the cards its members are holding and combines the ideas into a single card. Global education is_____.

Each small group now has two cards with its definition of global education.

4. Now the small group should get together to develop a single card or statement. Use the ideas on the two cards. Write the group statement on poster paper and display it somewhere in the room.

(This activity was suggested by Gerald Marker, Indiana University.)

Activity 10: Sharing Information about Current Programs (60 Minutes)

Within each original small group, share information about current programs that contribute to a global education perspective. Share those good things that each of you is doing. You may want to share curriculum materials, visitors to the school, ways students in your classes are getting to know each other, field trips, out of school learning experiences, or perhaps the way you relate your subject matter to what is happening in the world. Also, please summarize on a single sheet of poster paper the many good things that are happening. Allow thirty minutes for sharing within the small group and preparing the poster, and a three to five minute presentation to the large group.

Allow thirty minutes for the small groups to share their information with the large group.

Activity 11: A Parable (35 Minutes)

A parable is a way to share your experiences with others and to leave them with something to think about. In your parable, you might want to highlight a situation that needs changing, share a success you've had, or tell of a change effort that failed so that others might do better. You might want to share how you think things ought to be, or you can just share yourself. Your parable can say what you want it to say.

Writing a parable is easy. You just begin by writing "Once upon a time there was . . . " and take it from there. At the end of your parable, include a phrase or question or incident that makes the reader think "What if . . . " or "Yes, it is like that." Parables should unlock feelings.

Appendix V contains examples of parables that others have written. Parables are fun to write and fun to share. Try it! If you don't care to write a parable, then jot down a thought, a feeling, or whatever you would care to share.

Allow fifteen minutes to write a parable or some thoughts. Allow an additional twenty minutes for sharing with the large group.

Activity 12: Where Do We Go from Here? (90 Minutes)

The staff has experienced the "Consensus and Diversity" workshop which is an introduction to the School Improvement through Global Education project. Staff participation in the workshop is a profitable experience even if the staff elects not to continue an organized study of global education.

Activity 12 will be successful if the staff makes a decision about what it wants to do next. It is most difficult for an entire staff to act as a committee. Probably the decision for the entire staff to make would be 1) appoint a steering committee to direct continuous study and guide staff inservice, or 2) decide it has been a good experience but to not continue an organized school-wide involvement.

Perhaps a third alternative would be to continue studying the project. The staff may not feel it has adequate information to make a decision.

Inventory of Teacher Recommendation:

One method to determine staff attitude toward the sixteen Process Objectives would be to have each staff member complete the Inventory of Teacher Recommendations. (See Appendix IV.) A small group of staff would collect and tabulate the results of the inventory. The results would be made available to everyone. The Inventory of Teacher Recommendations is another way of helping a staff understand the sixteen Process Objectives.

If the decision is to continue as an organized, school-wide effort, each school will develop unique implementation plans.

Before a staff is asked to make a decision about continued study, the workshop leader ensures that they have information on which to make a decision.

Questions for Discussion

Arrange participants into small groups and ask them to answer the questions they will be given. In small groups, each person in turn draws a question, reads it to the group, and then attempts to answer.

All small group members should feel free to ask others for help in answering the questions. After a person has finished, others may

make additional comments. The purpose is to clarify each person's thinking about the School Improvement through Global Education project and to be able to explain the project to others.

Introduce the following resources for each small group to use in answering the questions.

- Consensus and Diversity Workshop Guide
- Implementation Guide
- A Guide to Four Essential Themes

Write the following questions on individual slips of paper, fold them, and put them all into a container. You may wish to add questions.

- How can each staff member make a unique contribution to the program if everyone agrees to implement the same goals?
- Why have every staff member involved in the program? Why not let the social studies department be responsible for the global education goals?
- Explain why the sixteen Process Objectives have to be organized into the following categories:
  - Adoption/Approval
  - School-wide Commitments, Responsibilities, and Relationships
  - Curriculum Considerations and Individual Responsibilities
  - Continuous Improvement, Monitoring, and Evaluating
- Describe the five-stage planning process for translating goals into concrete plans for improving the school.
  - Goal formation
  - Goal interpretation
  - Goal analysis
  - Achievement planning
  - Evaluation and continuous improvement
- What are the curriculum components of the program?
- How do teachers know what to teach?
- How can each school develop its own program when the sixteen Process Objectives have already been determined?
- How will this program lead to school improvement?
- What are the advantages of the program to the classroom teacher?
- How would you answer, "We are already doing this"?

- In what way is this program compatable with "back to the basics"?
- How could the program strengthen basic skills?
- How might students be different as a result of this program?

Figure 9: Planning Guide for Day Two

Activity	Time Allowed for Each Activity (Minutes)	Supplies and Materials Needed*
8: What's Keeping You from Being Here	15	
9: Definition of Global Education	40	
10: Sharing Information about Current Programs	60	
11: A Parable	35	
12: Where Do We Go from Here?	90	

*Be certain to have all the supplies you need before beginning Day Two.

Appendix I: The Process Objectives

I. Adoption/Approval

1. The School Board or Superintendent representative has been asked to approve the school staff's proposal to investigate, plan or implement a program of global education.
2. The School Board or Superintendent representative and the school understand that a program of global education is not expected to produce standardized results.
3. The staff makes decisions collectively about the global education program at each stage of its development.

II. School-Wide Commitments, Responsibilities, and Relationships

4. In the school, there are building, department, and individual teacher goals and objectives for global education.
5. The school has a global education steering committee of teachers and administrators to help formulate school-wide operational procedures.
6. The responsibilities for global education rest with all staff in every discipline.
7. The school facilitates interdisciplinary learning experiences.
8. The school develops an effective program for bringing the community into the school and the school into the community as a laboratory for developing global education experiences.

III. Curriculum Considerations and Individual Responsibilities

9. Courses and/or major learning experiences will increase the student's global awareness.
10. Students accept increasing responsibility to work individually, with other students, with staff members, and with their parents to plan and evaluate their progress toward these global education Process Objectives.
11. The students and staff value differences in others and diversity of ideas and opinions.
12. Students and teachers work together to develop global education programs, respond to one another's needs, share

strengths, trust in each other's abilities, and communicate openly.

13. Students and teachers work together to increasingly understand the world as an interdependent system.
14. Students and teachers work together to increasingly understand prevailing world conditions, the process of change, and emerging trends.

IV. Continuous Improvement, Monitoring, and Evaluating

15. The staff is responsible for monitoring, evaluating, and improving the global education program.
16. Personalized inservice programs in the area of global education are developed and implemented by the school staff as well as by individual teachers.

Appendix II: "Your Decision" Readings

A. On the Other Hand

Are the people in developed nations leading the good life at the expense of people in developing nations? And what should be done? It all depends upon whom you ask.

Here is one opinion:

Developing countries, in the long run, will best be able to meet their own needs by placing priority on developing their own agricultural sectors. As an example, India's nutrient-poor soil will be two and a half to three times more responsive to fertilizer than will be already heavily fertilized land of the U.S. Does it make sense to stop fertilizing our lawns and golf courses in order to send the saved fertilizer to India when, in fact, it would be much cheaper and more efficient for India to get its own fertilizer industry operating at near-design capacity rather than at the current fifty percent to sixty percent level and thus cover its own shortfall? Does it really make sense to curtail beef production in the U.S. when, in fact, India's needs should be solved in India?

Here is another opinion:

Put me down as a member of the growing number of people who shall continue to eat meat whenever it is available and specifically do so without feeling guilty about it. The United States has solved its overpopulation problem. Why should we lower our standards while the rest of the world continues, greedily, to overpopulate? The guilt belongs to them, not to us.

Here is a third opinion:

President Houari Boumedienne of Algeria states, "We could search together for a new style of life which would make possible the subsistence of the eight thousand million human beings that are estimated to people the planet by the year 2000. Otherwise, no quantity of atomic bombs could stem the tide of billions of human beings who someday will leave the poor southern part of the world to erupt into the relatively accessible spaces of the rich northern hemisphere looking for survival."

- What is your opinion?
- What facts do students need in order to understand global problems?

- What understanding do students (and adults) need in order to make judgments about United States policies as they relate to global issues?
- What educational experiences do students, who will live most of their lives in the twenty-first century, need in order to gain a global perspective?

B. That Many

Today—during this one day—the world's population will increase by some 200,000, the size of Des Moines or Salt Lake City or Grand Rapids. Tomorrow there'll be a similar increase. Also, the next day. And the next. And the next, for many years to come.

By the year 2000, most experts anticipate the world's population, now four billion, will approach six and a half billion. And if certain assumptions go awry, the twenty-first century could dawn on a globe with well over seven billion inhabitants.

Present attempts at restraint are being overwhelmed. The world's average birth rate is declining as more and more nations emphasize population control. Yet the global death rate has been falling even more rapidly because of improved living conditions and the conquest of disease.

While population growth in the industrial nations of the West is slowing significantly, massive increases are continuing in the developing regions of the world: Latin America, Africa, and Asia. In the more primitive lands, birth rates are now three times as high as in the industrialized nations of North America and Europe. Mexico, with less than one-third as many inhabitants as the U.S., adds as many people as the U.S.—1.9 million—to its population each year.

North America, Europe, and other developed regions, now growing at a rate of less than one percent a year, are expected to increase by only about 200 million people. Expanding more than twice as rapidly, Africa, Asia, and South America are expected to add two billion inhabitants. By the year 2000, four-fifths of the world's population will be concentrated in the developing countries; the proportion now is less than three-quarters.

But there's little evidence of success in nations with massive population reservoirs, particularly India, Pakistan, and Bangladesh. "In the past . . . people felt with the technological breakthrough (in contraceptive methods) they would control world fertility in a dec-

ade: now there is a period of reassessment," notes Shigemi Kono, a United Nations demographer.

More than two decades ago, India embarked on an intensive population control program, and the U. S. aid program made reduction of India's birth rate a prime goal. But the rate has declined only a few points, and India's population growth remains among the highest in the world. At 600 million now, the subcontinent's population could exceed 1.1 billion in the year 2000 and could eventually surpass China's population.

Most demographers attribute the apparent failure in India partly to the government's ineptitude and to prejudice against the pill, based on health concerns. But most of the trouble lies in the nature of Indian society. Among the influences which help to sustain the high birth rate are early marriage, the Hindu religion's emphasis on bearing sons, dependence on children for security in old age, and a low level of education among the rural masses. In India, where average life expectancy is thirty-six years, parents must have six children to ensure that one will live to help care for them in old age.

- In what ways do you have a view of the world that is not universally shared?
- What implication does the article have for what is learned in school?
- Human groups commonly have difficulty in accepting the humanness of other human groups. Has the author accepted the humanness of those living in developing countries?

C. But They Are So Different

Most human relationships in the world are governed by a pervasive fatalism, in the Philippines best described by a phrase which means "never mind" or "it will be all right" or "it makes no difference." Americans, more than any other people in history, believe man can control his environment, can shape the forces of nature to change his destiny. That peculiarity, which is essentially Western, is especially American.

Most of the peoples of the world also value dependence and harmony relationships within the "in" group. Rather than stress independence in relationships—freedom from restraint and freedom to make choices—they emphasize reciprocity of obligation and goodwill within the basic group and protection of that group

against outsiders. It is the group—family, tribe, or clan—which matters and not the individual. In the Philippines, this phenomenon is perhaps best described by the term "utang no loob" which means a reciprocal sense of gratitude and obligation.

The high value of independence and of "getting a job done" makes us seem self-reliant, frank, empirical, hardworking, and efficient to ourselves. To Filipinos, the same behavior sometimes makes Americans seem to be unaware of obligations, insensitive to feelings, unwilling to accept established practices, and downright aggressive.

You have six months in the Philippines in which to work with a small rural community to improve health and sanitation services. Do you:

- Accept fatalism and lack of getting the job done above personal relationships?
- Fight the culture and push for basic services?
- Work with the leaders and try to show them how to get things done?
- Discuss other choices you might have?
- Discuss the feeling you might have toward the people if you were in the Philippines?

D. It Goes Like This

There is a landlocked country that is very unhappy. This country (we will call it Country A) insists that it must have a seaport if the national honor is to be maintained. Ever since losing a narrow strip of coastline to Country B in 1879, Country A's soldiers have been singing military songs about returning to the sea.

This obsession to regain a seaport has taken on new life because the military President of Country A has said he will resign if he does not gain a seaport for the country.

What Country A wants is to get back a strip of what is now Country B's territory—wide enough for a railroad and a highway from Country A's border to the sea. Matters are complicated because of Country C. Country C and Country B join and lock out Country A from the sea. Now the corridor to the ocean that Country B seems willing to award Country A is disputed. It seems that Country C lost that territory to Country B as a result of an agreement in 1929, ending a dispute. So

we have a situation where Country C says that Country B is about to give Country A its territory.

Just as Country A's soldiers have sung for years about returning to the sea, Country C's soldiers have sung about returning and retaking the territory now claimed by Country B.

The corridor in question is a bleak desert, drifting sands and hot sun, and almost devoid of life. The only things one sees are metal tank traps that face each other across the border from Country B to Country C.

To further complicate matters, Superpower X has armed Country C and Superpower Y has armed Country B.

Back to the problem. Country A's businessmen complain that having to pay charges and storage and custom duties increases their costs by thirty percent when they ship materials to the sea. Further, there are inadequate storage facilities that force them to sell products at a loss when the prices are low. Businessmen further complain that more losses occur in the hopelessly archaic roads and train routes across Country B to Country A. Country A argues that if they were allowed the corridor to the sea this would allow them to construct new ports, and it would also provide a buffer between Countries B and C.

Oh, yes, there is another problem—it seems that to build a corridor to the sea, according to many, would be an economic disaster. Many experts put the cost of building a port facility at one billion dollars, plus money for a road and a railroad from the landlocked Country A through to the sea. In addition to the vast spending for the ports and the roads to it, there would be more spending to beef up the navy for Country A. Presently, Country A has a very small navy that has seven vessels, each barely the size of a small U.S. Coast Guard cutter, on a lake between Country A and Country C. Country A has already contacted Superpower Y and asked for destroyers and other naval vessels to protect the port if they eventually acquire one.

These are only a few of the problems of Country A seeking an outlet to the sea. There are other problems that this case study does not deal with—such as rebellion in Country A's armed forces, and Country D, which would also like to have access to the sea through Country A.

- Do you think this could be a real situation or do you feel it was just made up? What makes it real or what makes it unreal to you?

- How do you feel about a superpower being involved through military aid? Are they helping people who need help or are the superpowers looking out for their own interests in promoting the chance of war?
- Does a landlocked country have a right to an access to the sea?
- What might be some initial steps in solving this problem?
- Do Countries B and C have a right to the riches of the sea that are 200 miles offshore, and does Country A have any claim to the resources of the sea?
- What are the issues that must be resolved?
- Do you feel the governments involved are representing the true feelings, interests, and welfare of the masses of people of each country?
- How would you help students understand the issues involved?
- How do you help students understand or learn about the past, present, and possible future developments of this situation?
- How could this case be used in the various disciplines in the school? (Example: math, science, business education, social studies.)

E. I Never Thought of That

Humanitarian concern means help for those less fortunate. At times such help is based on a much too simplistic view of the situation. It is usually aimed at immediate goals. Long-term and short-term goals may be in conflict. When does help in the present lead to increased distress in the future?

Consider an overpopulated country. Its standard of living is low, food is insufficient, health is poor, and misery abounds. Such a country is especially vulnerable to any natural adversity. Droughts bring starvation; but is that due to weather or to the overpopulation that made sufficient food stocks impossible? The country is operating in the overextended mode where all adversities are resolved by a rise in the death rate. But suppose that humanitarian impulses lead to massive relief efforts from the outside for each natural disaster. What is the long-term result? The people who are saved raise the population still higher. With more population the vulnerability of the country is increased. Disasters occur more often and relief is required more frequently. Relief leads to a net increase in the population, to more people in crisis, to a still greater need for relief, and

eventually to a situation that even relief cannot handle.

- How does one deal with the issue of relief effort?
- Where does the above rationale lead one? When should one refuse to provide relief?
- How might a person from a developing country and a person from a developed country view the problem?
- How might a family of four with an income of $6,000 and a family of four with an income of $25,000 view the problem?

F. This Is Where They Would Be*

	If There Were 100 People in the World**	If There Were 40 People in the World†	If There Were 30 People in the World‡
Africa	9	3½	3
Eastern Europe and U.S.S.R.	9	3½	3
Eastern Asia	34	14	10
Latin America	8	3	2
North America	6	2½	1½
Oceania	1	½	½
South Asia	20	8	6
West Asia	3	1	1
Western Europe	10	4	3

**The advantage of using 100 is that percentages are easy to calculate.

†The advantage of using 40 is that the real world population is about 4 billion.

‡The advantage of using 30 is that it is near the number of students you have in class.

- What might students learn from this information?
- What questions might students want to ask after reviewing this information?

*From *Learning For Change in World Society*
World Studies Project
One World Trust—London, England

G. History of a Day*

And then, on the stroke of midnight, the people had the world to themselves. For a long while, so far as we know, they were very quiet. All through the morning and all through the afternoon, they just wandered around in small groups—hunting animals with spears and arrows, sheltering in caves, dressing themselves in skins. At about six o'clock in the evening, they began to learn about seeds and manure and so on and about how to herd and milk animals. By about half past seven, some of them were living in biggish cities. This was mainly in Egypt and North India and in the countries between.

Moses came and went at about a quarter to nine. Buddha in India, Socrates in Greece, Confucius in China, all came and went together, though they didn't know each other, at about ten past ten. Christ was at half past ten, as also, give or take a minute or so, were the Great Wall of China and Julius Caesar.

At around half past eleven there began to be biggish cities in northern Europe. From about quarter to twelve onwards people went out from these cities, and they began stealing from the rest of the world. They stole America, both North and South; they stole India; and just after four minutes to midnight they had a big war amongst themselves and then had another big war only fifty seconds later.

During the last minute before midnight these people from northern Europe were pushed back out of India and Africa, and also back out of many other countries, though not out of North America, where they had become very settled indeed. Also during this last minute these people invented nuclear weapons; they landed on the moon; they were responsible for almost doubling the world's population; they used up more oil and more metal than had been used in all the previous twenty-three hours and fifty-nine minutes put together.

It was midnight again. The start of a new day.

- Should students today have any more responsibility for the world than students ten, thirty, fifty, or one hundred years ago?
- Do schools have more responsibilities for global education today than schools of ten, thirty, fifty, or one hundred years ago? Why or why not?
- After reading the "History of a Day" do you have a pessimistic or optimistic view of conditions in the world?
- How would you help students not be frightened by the "History of a Day?"

*From *Learning For Change In World Society*, World Studies Project One World Trust—London, England

H. Consumption and Reality

If the World Consumed At the Current United States Annual Level

Item	U.S. Level of Consumption	World Level of Consumption	World Level Raised to U. S. Rate
Energy	2.4 billion metric tons of coal equivalent	7.4 billion metric tons	40.5 billion metric tons
Steel	138 million metric tons	617 million metric tons	2.3 billion metric tons
Tin	54,000 metric tons	191,000 metric tons	908,000 metric tons
Beer	164.7 million hectolitres	678.6 million hectolitres	2.75 billion hectolitres
Defense Spending	$78.3 billion	$272 billion	$1.3 trillion

- How do these figures make you feel?
- How would you describe the U.S. citizen's lifestyle in relation to the other citizens of the world?
- List the positive implications you see in the above chart.
- How could this chart be used with your students?

I. Did You Ever Look At It Like This?

The poor and the hungry, their numbers rapidly multiplying, are casting a long shadow across the rich nations of the world.

Economic and political stability worldwide is being threatened as the global population climbs, poverty spreads, people flee from poorer to wealthier lands, and demand drives up prices of food and scarce raw materials.

Strident voices in the more than one hundred less-developed nations that make up the so-called Third World—a term used to differentiate emerging countries from the main Western and Communist blocs—are demanding a greater share of the planet's limited riches. With seventy percent of the world's population, they want more than their current eleven percent of its total productive income.

"The transfer of wealth from the rich to the poor is a matter of right, not charity," declared President Julius K. Nyerere of Tanzania, echoing a theme of many Third World leaders.

For leaders of industrial nations such as the United States, statements like that carry the unspoken threat of less-developed nations' banding together to force economic concessions from advanced countries. The alternative: uprisings that could spread into a global struggle pitting the world's poor against the rich.

The most important factor in the confrontation of poor vs. rich is the awesome implication of the world population trend. About one person in every three lives in an advanced nation. At century's end, it is likely to be one in five. The latest projection is that people in developed countries eventually will be outnumbered ten to one by those in emerging nations.

"There is a real question whether such a shrinking minority will be able to control the economic, financial and political destiny of the world—and what means it may have to employ to do that," comments the World Bank's Mahbub ul Haq, an authority on Third World problems.

The World Bank's Haq says the demand for a new order "is still regarded in many quarters in the developed countries as a vain effort by the Third World to hijack the accumulated wealth of the rich nations." But, he adds, "It is insufficiently recognized that the old order is not serving the interests of the developed countries as well." Haq argues that developed nations have a growing stake in creating a stable economic climate in the Third World because they "have become more and more dependent on the poor nations for their

supplies as well as for their markets."

Already the U.S. sells more goods to the Third World than to European customers, and economists see that market as still largely untapped. John W. Sewell of the Overseas Development Council predicts, "The future growth and well-being of the industrial world will be dependent on what happens in the developing world."

- What opportunities exist for the United States?
- What attitudes do you feel most U. S. citizens have about a new economic order?
- What does this say about what students should be learning?

Appendix III: "School Improvement through Global Education"

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School Improvement through Global Education

In October of 1977 the North Central Association's Commission on Schools announced a joint project with the Charles F. Kettering Foundation: the creation of a program for school improvement through global education. The dual objectives of the program are: (1) school improvement through focused inservice training and (2) an increased awareness among participants of the global perspective essential to understanding today's world.

The Commission on Schools' Approach

In the first step of program definition and design, the commission has assembled a wealth of material on existing programs for international education. Reviewing these programs, the commission found much to help it in designing its process-oriented approach to integrating global education into the curriculum.

Currently global education is in the high school as a new social studies course or as an emphasis in some social studies courses. The commission approach differs: it would integrate a global perspective in all courses in the curriculum.

Whatever the degree of inclusion, each program also must organize and select the material to be taught. In analyzing educational material, the commission found four approaches to selection, each with its own advantages and drawbacks. Generally each approach has the disadvantage of making of "global education" a thing apart. Together they show an impressive variety. The commission hopes to join these educators in their efforts to create a greater degree of global awareness in the educational community.

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Current Approaches to Selecting Materials for Global Education

1. Places and Events

Dividing up the world by places or by events has been the stock in trade of most courses dealing with international affairs. One would study Europe, Latin America, China and Southeast Asia, the Middle East and Africa. Other courses would focus on the First World War, the territorial expansion of the Japanese in the 1930s, the Chinese Revolution. Structuring courses by places and events utilizes the familiar content and method of the history or geography course. Teachers have been taught to teach this way, and many teachers, parents, and students feel comfortable with it. Generally the community believes that basic information and skills are imparted through the focus on places and events.

What unfortunately is lacking from this approach is a sense of global interrelatedness, perhaps the crucial lesson for our time. Clearly, not all places and all events can be studied; and this approach must omit some pieces of the world system, losing thereby the sense of their interdependence. Worse, relegating global education to the status of a course on pre-determined facts circumvents the development of a global awareness in the total curriculum.

2. Cultures

Another way to partition the globe for study is to focus on its major cultures, in the style of social studies or humanities. Classes look at various cultures—their family structures, work, language, and relationships of power.

Four goals of the cultural approach can be specified: The students (1) acquire basic concepts and skills in the social sciences; (2) acquire insights into their own culture by comparing it with others; (3) develop empathy and respect for people different from themselves; (4) develop a sense of underlying unity of humankind.

A study of cultures, encompassing these goals, can become an exciting pursuit. As it links faraway places to the student's personal experience and observations, it is workable with all ages and all levels of ability. Further, it reflects back: the student who experiences differences in distant cultures becomes sensitive to contrasts within his own, a first step to valuable insights.

However, the objection recurs, that for these purposes the world's societies are subdivided into cultures or cultural themes. Further

classifying these themes as falling within a single discipline limits "global education" to a portion of one's awareness. How does the concept of global interdependence, the modern requirement, become the theme of study?

3. Actors and Interactions

Although usually confined to international relations courses or economics courses in higher education, the actors and interactions approach offers another way to deal with global topics. It involves studying the principal actors in the world system—not only governments but also multinational companies, United Nations' agencies, relief organizations, and influential personalities. The relationships and transactions among these actors and among cultural phenomena and events are studied to show how the world works as a system. It can include an environmental element, looking at the interactions among air and water and soil; it can consider economic relationships, the movements of raw materials, manufacturing, labor and capital. It can look at scientific discoveries and the changes in life styles that they bring about.

This approach has the distinct advantage of focusing on the world as a single system rather than a collection of separate events and cultures. It does tie the world together well for many people.

As a practical method, however, it has drawbacks. Not many teachers, and few students, are familiar with this approach. The selection of subject matter is also problematical. Which actors shall be studied, and why? What types of relationships are most important, and how shall they be traced?

The major objection is that this approach confines the responsibility for imparting a global perspective to a single course or department, and thereby implies that the experience of the student does not carry the requirement for a global perspective. In this view, one assumes a global perspective for social studies, but not in one's life.

4. Issues

An approach that perhaps better embodies the current awareness of the need for global perspective is that which structures such courses as "World Problems" or "Contemporary Crises in World Development." The 1970s alone offer these themes of world conferences: environmental degradation, population explosion, women's rights, the law of the sea, arms limitation and disarmament, air pollution, and world hunger, among others.

This approach introduces a sense of urgency and relevance to the study of international affairs. These problems are common to all peoples of the world and require global cooperation for their solutions. Everyone in the world has a stake in them, yet students see that diverse interests and perceptions must be involved in confronting them. The complexity of the issue is clear, and students must look to the future and talk about what global interdependence requires of them.

The issues approach satisfies the objective of providing students with the skills and concepts needed to participate in today's world. It lends itself well to the analysis of the needs of our contemporary society.

Structuring courses of study according to the issues approach does have its difficulties. Foremost, such courses tend to reach few students and to involve only a small part of their personal experiences. Almost without fail the courses are multidisciplinary and consequently difficult to organize.

The Issues Agenda: The Authorities Speak

Because the issues approach does offer the possibility of conveying a contemporary global awareness, the idea of creating an agenda of issues for consideration by educators, legislators, and other concerned persons has prompted international agencies, university international affairs institutes, nonprofit organizations, and state educational bodies, among others, to come up with lists of concerns. Their lists reflect various estimates of urgency and a variety of perspectives on the world, as well as their differing constituencies. For these reasons, they seem unlikely to agree on a master list of issues.

From a large number of studies and programs, the commission extracted issues agendas. A sample is offered here to illustrate the sources and findings.

In 1974, UNESCO listed the "major problems of mankind." A committee spent twenty-five years in constructing this list from thousands of educators in over one hundred countries:

Equality of rights of peoples
The maintenance of peace
The exercise and observation of human rights
Economic growth and social development

Use and management of natural resources
Preservation of cultural heritage
Role and methods of the U.N. system

The World Without War Council of Chicago offered a Peace Platform for 1976. Its goals and proposals were:

To reverse the arms race
To advance human rights
To meet basic human material needs
To preserve natural resources and the environment
To develop international peace-building institutions
To prepare this nation for world community

In 1973, the Institute for World Order in New York put on the international agenda these values and challenges:

Peace (vs. violence)
Welfare (vs. poverty)
Ecological balance (vs. pollution, depletion)
Social justice (vs. oppression)

The Political Research Unit of the University of York, York, England, surveyed four major publications over a period of time to obtain this list of global concerns:

Terrorism
Student protest
Nuclear disarmament
Ethnic and social rights
Parents
Overpopulation
Human rights
Women's rights
Pollution
Justice

The World Studies Project, London, England, organized topics around four central themes, as follows:

Values: Images of a better world, self-fulfillment, and the good society

Problems: Poverty, violence, injustice, and ecological imbalance, as seen by the victim and by the scientist

Background: How does the world work? through structures and institutions, through attitudes and prejudices

Action: To tackle problems and background, through government/UN and through individuals

The achievement of global literacy in American schools is the goal sought by the Chief State School Officers Committee on International Education. Its *Typology of Aspects of Global Education* suggests four categories of student abilities, under which the content is to be arranged. The student abilities looked at are perspective, motivation, skills of analysis and judgment, and attitudes. Three major topics are suggested as content, the first with four subdivisions:

1. Citizenship with global focus
   Political community, transnational organizations, human rights, and participation of individuals and groups.
2. Global interdependence problems and issues
3. Cultural variability

For a final comment on these various agendas, we draw on a paper by Robert G. Hanvey, *An Attainable Global Perspective*, published by the Center for War/Peace Studies. Hanvey proposes a list, consisting of "five dimensions of a global perspective." His characterization of these topics can be applied to all the lists reviewed:

> But of course there are more, as many more as anyone cares to invent. And that of course is precisely the case. Such dimensions are inventions, constructs of the mind. This particular set is just one assemblage, a collage of ideas selected and shaped by one individual's proclivities and prejudices.

Rather than lists of topics, Hanvey's "dimensions" are facets of a perspective:

I. Perspective consciousness
II. "State of the planet" awareness
III. Cross-cultural awareness
IV. Knowledge of human dynamics
V. Awareness of human choice

These facets of a global perspective are the closest of all the agenda examples to the themes of the program for school improvement through global education that is being undertaken by the commission. The next section of this paper will cover the design of this comprehensive approach.

The Process of School Improvement through Global Education

In seeking to present a program for global education, the commission first familiarized itself with the state of the art and then looked to

increase the impact of global education initiatives through a process of total school involvement. The objective is to improve schools through inservice training, a four-part process. It will involve the school community in developing attitudes and skills basic to global awareness. The program is defined by sixteen Process Objectives in four categories. The rationale for these categories and the objectives grouped within them follow:

I. Adoption and Approval: The adoption and approval category includes three Process Objectives. The school district approves the school staff's decision to implement a program for global education. The school and school district agree that a standardized program of global education producing standardized effects is not expected. The staff determines the global education program at each stage of its development.

These processes establish that both the central office and the building level staff support the program. Formal pronouncements alone can be useless,but by basing the program on everyone's commitment there is enthusiasm and support.

The activities within this first category serve to set institutional direction and goals, to legitimate reallocation of resources, and to involve the school community in the program.

II. School-wide Commitments, Responsibilities, and Relationships: The Process Objectives of this second category are to set up formal arrangements for a staff to carry out the program. Staff, and student and community representatives take part in approving and adding to the global education process objectives for their own school. Within the school, they develop goals, both building-wide and for the individual teacher.

Although a steering committee of teachers helps to formulate school-wide policies and procedures, the responsibility for global education rests with all staff in every discipline.

The school finds ways to bring the community into the school and the school into the community as a laboratory for global education experience. A school may undertake these processes superficially, but making them work takes substantial effort and commitment.

III. Curriculum and Individual Responsibilities: The aim of the program is to so infuse the entire school community that all learning increases the students' global awareness. The students accept increasing responsibility to work individually, or with other students, with staff members, and with their parents to plan and evaluate their progress toward their objectives of global education.

As part of this category, four Process Objectives spell out the essential themes of the program, the framework for global education. These themes allow a teacher to work with any of the issue approaches, as well as to draw on other types of material and methods. The four themes are:

- Valuing diversity: The students and staff value differences in others and diversity of ideas and opinion
- Developing effective working relationships with others
- Understanding the world as an interdependent system: Students and teachers work together to increasingly understand global interdependence
- Understanding prevailing world conditions, the process of change, and emerging trends: Students and teachers work together to understand the state of the world system, the forces now at work on it, and the possibilities of various alternative futures.

The frame of reference established by these four themes allows the participants to relate what they are learning to their own lives. By relating classroom content to the themes, teachers can help students see that content in a new, exciting, and useful way.

Over a period of time, possibly several years, each teacher responds to the four themes so students can relate what they are learning to the themes. Global issues need not be introduced every day or with every topic, nor need the themes be connected artificially to the class material. Teachers are asked only to make responses they feel are appropriate, professionally to judge how to relate their material to an increased global perspective, and to examine and perhaps to improve their present practices. The curriculum component represented by the four themes is not a prescription but rather a program focus for the staff to use for their benefit.

IV. Planning, Evaluation, and Improvement: The school staff will be responsible for monitoring and evaluating the global education program and for improving it. They should continue to evaluate and respond to all aspects of the first three categories.

The school staff and teachers will develop inservice programs in the area of global education. Such continuous participation ensures the continued growth of each school's unique program for global education.[1]

[1] I am indebted to Robin Richardson, Director, World Studies Project, Woodstock, England, for his work in analyzing the various projects. If interested in participation, or in further information, please contact Dr. John W. Vaughn, Executive Secretary, Commission on Schools, 1221 University Avenue, Boulder, Colorado 80302.

Appendix IV: Inventory of Teacher Recommendations

Your School's Global Education Program Should
Be the Best Possible . . .
What Would You Recommend?

This questionnaire lists a series of recommendations or goals your school may wish to consider as you seek ways to improve your global education programs.

The feelings of the teaching staff regarding these recommendations or goals are an important consideration as the school contemplates any change.

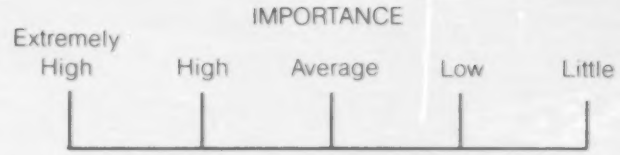
What are your feelings about the directions your school should take to develop the best possible global education program? What do you feel would be ideal?

Put an "X" anywhere along the line that best describes your feelings about each recommendation or goal.

A project of:
Commission on Schools—North Central Association
Charles F. Kettering Foundation—International

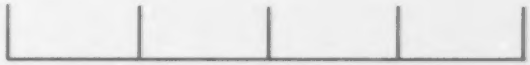
I. Adoption/Approval

- The district administration should approve the school staff's decision to increase its effort in the area of global education.
- A standardized educational program producing standardized effects is not expected. Diversified talents and inclinations are encouraged. The precise character of one's global perspective is determined by capacities, predisposition, and attitude. Each individual is not expected to be at the same level of moral or intellectual development.
- Staff members who are going to implement change must have a role in designing the change.
- The staff collectively should make decisions about the global education program at each stage of its development.



II. School-Wide Commitments, Responsibilities, and Relationships

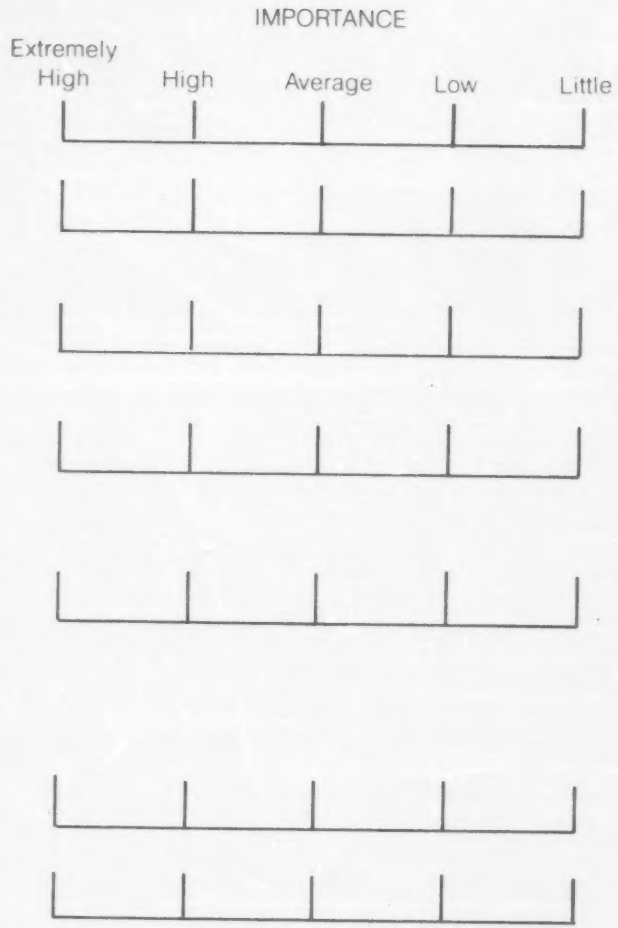
- All school staff, as well as student and community representatives, should be involved in approving the school goals for global education.
- The building is the unit of change. There must be building-wide goals and objectives in global education as well as individual teacher goals and objectives.



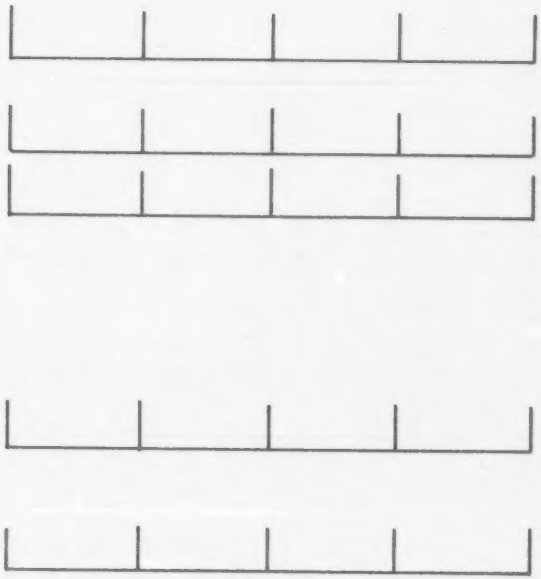
- The school should have a global education steering committee of teachers to help formulate school-wide policies and operational procedures.
- The responsibilities for global education rest with all staff in every discipline.
- Staff and students should use people and places in the local community as resources to broaden the learning options available to students.
- The community should be both a resource center and a laboratory for developing global education experiences.
- The school should develop an effective program for bringing the community into the school and the school into the community to increase global awareness for all.

III. Curriculum Considerations and Individual Responsibilities

- The staff must identify the learning processes that students need in order to deal with global issues.
- Every course of major learning experience will increase the student's global awareness.

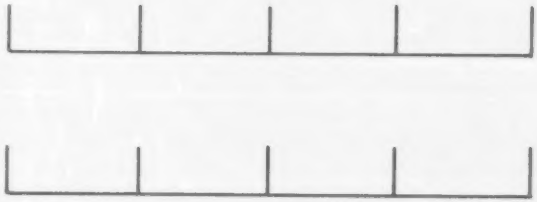


- Students should work individually, with other students, with staff members, and with their parents to plan and evaluate their progress toward global education goals.
- The students and staff should value differences in others and diversity of ideas and opinion.
- Students and staff should increasingly understand the world as a system.
- Teachers who work together to develop global education programs should have effective working relationships—respond to one another's needs, share their strengths with other teachers, show trust in each other's motives and abilities, and use techniques of open communication.
- Students and staff work together to increasingly understand prevailing world conditions, the process of change, and emerging trends.



IV. Continuous Improvement, Monitoring, and Evaluation

- The staff should be responsible for monitoring, evaluating, and improving the global education program.
- Personalized inservice programs in the area of global education should be developed and implemented by the school staff as well as by individual teachers.



Appendix V: Parables

A Parable

Once upon a time one student said to another,
"You are wrong."
And the students asked the teacher which was right.
The teacher told of a wise man long ago
who said no one is wrong but that
someone might have a learning problem.
One might be unaware of something the other knows.
Unless you want to act superior,
you had best find out what the other
is looking at.

A Parable

Once upon a time there was a class,
and the members were learning very little.
They spent time in class each day,
but left just as they had entered.
They decided to change all this and
spent weeks deciding how others
ought to change their behavior.
Week after week they worked hard
trying to get others to change their behavior.
Nothing seemed to work, and they continued
to leave class as they had entered.
One day a student asked, "Could it be
the only productive way was to change one's own behavior?"
That day the students left class
very different from when they had entered.

A Parable

Once upon a time there were some students who were puzzled.
They knew what they wanted to do
and planned before taking action.
But unintended things happened
and others blamed them for poor planning.
And the teacher said she also
had many similar experiences.
She told her students that most
planned for the intended actions
and few had learned to
consider the unintended consequences.
The students realized that fortuitous circumstances,
unplanned events, and serendipity
accompany most actions.
Now they know something about planning
that many never learn.

A Parable

Once upon a time there was a school staff
that decided it wanted
to teach its students about other cultures.
The staff bought films, books, and games
about the Eskimos and the Hottentots,
and the Japanese and the Bushmen.
Then one day a little girl said,
"But could we get to know the
cultures in the classroom?"
The little girl wanted to know about the
Puerto Rican boy who loved his family,
the Chinese girl with black hair,
the Indian boy with high cheekbones,
and the girl who looked like her
but whose family was so different.
And the teacher said no, that in
our culture we should not get personal.

A Parable

Once upon a time there was a homeroom
that ran out of things to do.
They had filled out all the forms,
read the announcements, and done the routines
over and over.
They knew the routine by heart
and could recite the student handbook
without looking or thinking.
So they decided to learn about
the only thing left:
Each other.
Each day they celebrated one person.
So many people are experiencing aliveness,
it seems they will never get done
with what they are doing.

A Parable

Once upon a time everyone was supposed to be an expert.
There were schools for everything.
You could go to school to learn how
to be an expert teacher or lawyer
or truck driver or secretary
or farmer or even a parent.
It was all very clear exactly what
you needed to do to become an expert.
Then one day a little boy said,
"I want to be an expert about the future."
And no one knew what to do
because there were no schools
where he could learn about the future.

A Parable

Once upon a time there was a class,
and the students expressed disapproval of their teacher.
Why should they be concerned with
global interdependency, global problems
and what others of the world were thinking, feeling and doing?
And the teacher said she had a dream in which she
saw one of her students fifty years from today.
The student was angry and said,
"Why did I learn so much detail about the past
and the administration of my country
and so little about the world?"
He was angry because no one told him
that as an adult he would be faced
almost daily with problems of a
global interdependent nature, be they
problems of peace, security, quality
of life, food, inflation, or scarcity
of natural resources.
The angry student found he was the
victim as well as the beneficiary.
"Why was I not warned? Why was
I not better educated? Why
did my teachers not tell me about
the problems and help me understand
I was a member of an interdependent
human race?"
With even greater anger the student shouted,
"You helped me extend my hands with incredible machines,
my eyes with telephones and microscopes,
my ears with televisions, radios, and sonar,
my brain with computers,
but you did not help me extend
my heart, love, concern
to the entire human family.
You, teacher, gave me half a loaf."

A Parable

Once there was a committee
comprised of good teachers.
They were bright and concerned
and educated and well-meaning.
They wanted to help students
live in peace,
love each other,
be their brother's keeper,
love learning,
become self-directed.
Then someone said,
"We will teach by example."
Since they were
bright and concerned
and educated and well-meaning
they were sad.

A Parable

Once there was a general science student
who lay on his back
and looked at the stars.
His teacher used to look at stars
but now teaches.
The teacher uses only
the book and not the sky.
He can teach about stars
without looking up.
Now the general science student
looks at the sky again and
wishes the teacher would too.

A Parable

Once upon a time there was a very wise teacher.
All her students liked her,
wanted to be in her class,
and felt good around her.
Parents respected her,
and fellow teachers looked to her for direction.
One day a discouraged student asked
for the key to her wisdom.
And she shared that early in life
she discovered she was no wiser than anyone else,
and this knowledge made her wiser.

Appendix VI: Evaluation Using Global Education As the Integrating Activity

This approach allows an eligible school that has implemented a global education program to conduct a school evaluation that focuses on an assessment of that program. Eligible schools are those which have sent representatives to a Commission on Schools/Kettering Foundation Global Education workshop, used those representatives to train local staff members, and have implemented an interdisciplinary global education program.

Global education evaluations are not recommended for schools undergoing their initial evaluation; rather, this approach should be suitable only for those schools undertaking a re-evaluation.

Global education is designed to permeate the thinking and the practices of the total school and when fully implemented will be highly visible. The Process Objectives will lend themselves to various measurement techniques. It is unlikely that a valid assessment of the program can be accomplished unless a school has been involved in the program for two or more years.

Any eligible school desiring to undertake a global education evaluation must receive State Committee approval by designing and submitting an evaluation plan to that body.

Self-Study Activities

1. The school obtains and utilizes the procedures contained in the NCA pamphlet entitled *Organizing for an Alternative Format*, available from the Commission office. These procedures stipulate: (a) gaining State Committee approval of the evaluation plan, (b) steering committee selection, (c) appointment of subcommittees, (d) preparation of "Philosophy" and "School and Community" reports, and other basic procedures.
2. Data collection instruments must be secured.
3. Data must be collected and analyzed.
4. Program strengths and limitations must be identified.
5. Overall conclusions regarding the program must be drawn.
6. Plans for improvement should be developed.

Visitation Activities

1. A visitation team should be selected to visit the schools and validate the accuracy of the school's self-study.
2. The visitation team prepares a written report for the school.

School Improvement Activities

1. The school staff must analyze and contrast the results of its self-study report and the visting team report.
2. Plans for school improvement should be based upon the faculty's assessment of the feasibility and desirability of the suggestions and recommendations generated by both evaluations.

Then said a teacher, speak to us
of teaching.
And he said:
No man can reveal to you aught but
that which already lies half asleep
in the dawning of your knowledge
The teacher who walks in the shadow
of the temple, among his followers,
gives not his wisdom but rather of
his faith and his lovingness.
If he is indeed wise he does not bid
you enter the house of his wisdom, but
rather leads you to the threshold of
your own mind.

Gibran the Prophet